

SCORE GRANT EVALUATION

TOTAL POINTS AWARDED

	AWARDED POINTS	STATUS	POSSIBLE POINTS
PART ONE		ELIGIBLE	
PART TWO		TIE BREAKER	
PART THREE			20 points
PART FOUR			75 points
PART FIVE			5 points
PART SIX		ELIGIBLE	
			100 points

EVALUATION

PART ONE

(THIS WILL BE PREPOPULATED, IT WILL BE VERIFIED PRIOR TO EVALUATION)

No points awarded because application is not eligible

Cover Letter - Includes signatures of district superintendent and school site principal to certify school site's agreement to complete systems change.

Signatures included	ELIGIBLE
Signatures not included	NOT ELIGIBLE

PART TWO- Status –After all evaluations are complete and there is a tie, this section will be used as the tie breaker. **The schools that have applied will be ranked based High ELL, HIGH IEP and or HIGH POVERTY**

	PERCENTAGE FROM OMES	RANKING WITHIN APPLICANTS
HIGH ELL		
HIGH IEP		
HIGH POVERTY		

**PART THREE: Grade level of students who are participating in the grant request
(THIS WILL BE PREPOPULATED, IT WILL BE VERIFIED PRIOR TO EVALUATION)**

	Awarded Points	Points possible
PreK		3
K		3
First		3
Second		3
Third		3
Fourth		3
Fifth		2
Total		20 points

PART FOUR: Narrative to prove system change initiative- USE ATTACHED SCORE EVALUATION RUBRIC and include any necessary notes for further explanation..

	Pts from SCORE EVALUATION NARRATIVE RUBRIC (1-3)	Multiply by Weight	Awarded Points	Points Possible
Leadership		6		18 pts
School-wide Literacy Plan Implementation		5		15 pts
Assessment		3		9 pts
Reading Instruction		3		9 pts
Tiers of Intervention		4		12 pts
Professional Development		2		6 pts
Family and Community Engagement		2		6 pts
Total Points				75 pts

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PART FIVE: Score on SCORE SURVEY

(THIS WILL BE PREPOPULATED, IT WILL BE VERIFIED PRIOR TO EVALUATION)

—Explanation: Too high of an average means school does not need assistance, too low of an average does not provide evidence of system change in progress

Target range is (1.75-2.25)		
Leadership		Ranges from 1-3
School-Wide Literacy Plan Implementation		Ranges from 1-3
Assessment		Ranges from 1-3
Reading Instruction		Ranges from 1-3
Tiers of Intervention		Ranges from 1-3
Professional Development		Ranges from 1-3
Family and Community Engagement		Ranges from 1-3
Total		Ranges from 1-3
Target range is (1.75-2.25)		
Above or below target range	0 points	
Within target range	5 points	

PART SIX:

(THIS WILL BE PREPOPULATED, IT WILL BE VERIFIED PRIOR TO EVALUATION)

100% of faculty must be in agreement. No points are awarded because without 100% agreement, the application is not eligible.

Verified all signatures are included:	ELIGIBLE
Verified all signatures are not included:	NOT ELIGIBLE

Systems Changing Oklahoma Reading Expectations (SCORE) Survey

PART FOUR - EVALUATORS

Please use rubric below to guide your evaluation. Then, evaluate quality of narrative and evidence based on the following scale:

Narrative and evidence are incomplete	1
Narrative and evidence are partially complete	2
Narrative and evidence are fully complete	3

Leadership

	School-wide Discipline Plan <ul style="list-style-type: none"> • Implementation of unified discipline procedures school wide
	Leadership plays a visible and active role in team decisions and the Response to Intervention (RTI) Process
	Leadership attends all SCORE Reading Conferences and most school professional development trainings
	Leadership ensures the availability of all personnel and material resources needed by team to succeed
	Leadership participates in data reviews and provides leadership for problem solving
	Ensure teachers are administering student fluency checks every other month (Letter Naming and sounds for PreK - Kindergarten and Words Correct per Minute for first grade and up) every other month, November, January, March, May
	Agree to submit fluency check data to Oklahoma State Department of Education by deadlines

School-wide Literacy Plan

	Our annual goals are clearly defined and fully implemented by every teacher. The goals focus on providing evidence-based instruction, making data-based decisions, and reflecting on what works to improve student learning.
	Our comprehensive RTI model addresses the needs of all students including those receiving ELL, Title 1 or SPED services. It describes scheduling, intervention entry and exit criteria, instructional and intervention programs, duration of intervention, who delivers intervention, and professional development. All staff members share in the success of all students.
	Leadership team meets monthly to review student data to determine whether literacy and intervention activities are implemented as planned, to analyze and discuss the performance targets and to help one another with improving student

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	outcomes.
	Everyone in our school is using a comprehensive reading program and intervention materials that are scientifically researched based.
	Our instructional schedule provides a 90-minute block of daily reading instruction, and we have scheduled intervention times for all tiers of intervention during the school day.
	Our leadership team continually analyzes grade-level data to identify needs and determine instructional and intervention priorities and established benchmarks that will close reading gaps.
	We have regularly scheduled team meetings that build collaboration through information sharing and instructional collaboration among all stakeholders involved in RTI implementation. Regular meetings are focused on data to improve instruction and solve problems to meet student needs.
Assessment	
	Administer student fluency checks every other month. (Letter Naming and sounds for PreK - Kindergarten and Words Correct per Minute for first grade and up) every other month, EX: November, January, March, May; Reliable assessment measures that identify deficits in reading skills early and easily
	Teachers school wide systematically administer only appropriate evidence based screening, diagnostic, and progress-monitoring instruments as identified in the RSA plan to assess student reading performance. Results are analyzed to confirm decision-making process.
	All teachers and interventionists, including newly hired staff members, along with principal have received professional development for the administration of screening, diagnostic, progress monitoring for outcome measures used. "Refresher" practice sessions are provided prior to administration of scheduled assessment measures. Student results across teachers can be compared with confidence.
	All teachers and interventionists follow an established screening, diagnostic and progress-monitoring assessment schedule, including an assessment "window" for each benchmark period.
	There is a school-wide system for documenting, organizing and sharing instructional assessment data. Data is made available on specified dates. Teachers document each student's responses to intervention; school leaders have access to all appropriate data. Data is the primary source for decision making at all three intervention levels (i.e. Tier 1,2,3)
	All newly enrolled students are assessed immediately and provided with intervention if it is indicated in the assessment criteria. Documentation of student response to intervention is included in student's records if he or she moves to a new school.

	Teachers/Interventionists have regularly scheduled (at least twice a month) grade-level meetings to discuss student progress, plan/coordinate reading instruction and intervention, and develop a plan for students who are not making adequate progress.
	Perform student fluency checks every other month (Letter Naming and sounds for PreK - Kindergarten and Words Correct per Minute for first grade and up) every other month, November, January, March, May.
Reading Instruction	
	All staff members who assess students and provide reading instruction have participated in reading program professional development. Site administrators have understanding of reading program and know how to conduct implementation observations (principal walkthroughs).
	Teachers have evaluated core reading programs deficiencies and have supplemented materials in all areas of weaknesses.
	All teachers, including special education teachers (where applicable), follow the reading programs scope and sequence with fidelity, and uses materials and instructional methods as designed.
	All teachers can explain how they use student data to make small group or differentiated-instruction decisions. Data is analyzed often to regroup or adapt instruction to meet students' needs.
	All teachers effectively use grouping (whole group, pairs, same educational needs groups, or mixed educational needs groups) to achieve different instructional purposes.
	Teachers match materials and instruction to student needs in small, teacher- or peer-led groups. Teachers model what students are expected to learn or do. Scaffolding techniques are apparent in materials and activities.
	Teachers have high expectations for all students at all times. Students are actively engaged in the lesson. Small group and independent practice is meaningful and aligned to instruction that has already been given. Teachers ask questions that foster critical thinking and require more than a one- or two-word answer and encourage student peers to formulate and answer questions. Students are accountable for their work and learning.
	Perform student fluency checks every other month (Letter Naming and sounds for PreK - Kindergarten and Words Correct per Minute for first grade and up) every other month, EX: November, January, March, May.
	Submit fluency check data to principal prior on a timely basis.
Tiers of Intervention	
	All at-risk students, (including IEP), receive intervention by an interventionist in

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	collaboration with classroom teacher, takes place to ensure the individual needs of the student are being met.
	Teachers, interventionists, and designated school administrator are aware and can implement scientifically based reading researched (SBRR) intervention program with fidelity in order to minimize the number of at-risk students.
	Intervention fidelity is analyzed at every data team meeting. The data team uses data from each student. This criterion is used for establishing and moving students through the tiered-intervention system.
	The problem-solving team meets to review data for students who are not making adequate progress, and identify alternative intervention strategies, i.e. “next steps” that need to occur.
	Classroom instruction and interventions are differentiated to meet the needs of all students, and vary from whole group to small group to individualize as it meets the needs of students based on assessment data, ongoing progress monitoring, daily classwork and teacher observation.
Professional Development	
	The principal and leadership team regularly analyze assessment data to plan professional development.
	A literacy professional development plan was created for the school year and at least two trainings occurred.
	Professional development effectiveness is evaluated and results are incorporated into the current and future professional development period. Opportunities are provided for follow up after the training with coaching and modeling.
Family and Community Engagement	
	Teachers and leadership actively provide consistent, reliable, and current two-way communication opportunities to parents (face to face meetings, phone calls, emails, texts)
	Teachers and leadership provide multiple opportunities to inform parents of expectations for students at each grade level and provide specific ways parents can help students achieve those goals. (Parent orientations, Parent-Teacher conferences, and Parent information nights)
	Teachers and leadership actively welcome parents into the school. Parents’ support and assistance is sought on a regular and systematic basis for meaningful and valuable work.
	Teachers and leadership actively collaborate to utilize all community resources to support their school, students and parents.

EVALUATOR'S NOTES: